



For the love of learning, friendship and faith

MELLING (ST WILFRID) CHURCH OF ENGLAND PRIMARY SCHOOL

ART & DESIGN POLICY

Aims:

Our aim in teaching art at Melling (St Wilfrid) Church of England Primary School is to stimulate children's creativity and imagination through visual, tactile and sensory experiences. Pupils use colour, pattern, form, texture to communicate what they see, feel and think. They explore different artists and learn about the diverse roles and functions of art in different times.

We aim to teach the children to:

- develop visual awareness
- provide opportunities to use art to record feelings and express creative imagination
- develop visual vocabulary
- understand the visual elements of colour, texture, line, tone, pattern and shape in order for them to effectively express themselves through artistic means
- develop mastery of a range of tools, media and processes
- develop critical abilities and an understanding of cultural heritage
- acquire artistic skills and techniques
- develop their capacity to evaluate their own and others artistic endeavors

Objectives:

All children have the right to develop artistic capability and should be taught at an appropriate level to:

- develop, support and value the child's self image as an artist and designer
- to develop self-discipline, problem solving and decision making skills
- to develop powers of observation both visual and tactile
- to gain insight into the work of artists, craft workers and designers past and present
- to develop aesthetic awareness:
 - o sensitivity to seeing and touching
 - o exploring feelings and judging critically

Syllabus:

There will be a whole school approach to Art and Design based on the National Curriculum Programmes of Study.

Schemes of Work:

The Scheme of Work demonstrates how each child will cover the national curriculum in each Key Stage. It also indicates what each year group is expected to cover and what should be achieved by the end of the academic year. Activities will cover form, colour, texture,

drawing and pattern and design. Teachers compile their short and medium term plans and ensure continuity and progression across the Key Stages.

Teaching Approaches and Methods:

We plan based on the programmes of study and attainment levels of children. We develop schemes of work and weekly plans, which give details of appropriate activities and outcomes. Teachers are responsible for their own class organisation and teaching style in relation to Art, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school. A range of teaching styles are necessary for the teaching of art. Approaches need to be related to the topic itself and to the abilities and experiences of both teacher and pupil.

Our teaching at all levels shall include opportunities for:

- Teacher exposition
- Discussion techniques (pupil/ pupil and teacher/pupil) appropriate practical work
- Use of ICT, museum resources and outside visits
- First hand experience
- Investigation work
- Recording and observation through sketching, painting, printing, collage, textiles and three-dimensional work.
- Provision of different media sketchbooks.

In classes children are taught in a variety of ways:

- Individually.
- In groups - groups may be organised by ability (mixed or similar), age, friendship or criteria. Group work is organised so as to provide co-operation and effective learning and understanding.
- As a whole class group where introductions and discussions are appropriate.

Children are given the opportunity to look closely at artefacts, objects (including their own work) and talk about it with others. They will look closely at the natural and man-made world and record what they see. In addition to looking at the natural world, children will have the opportunity to study the works of established artists and to discuss the techniques, skills and meanings represented in that work. The class teacher is also responsible for teaching children how to use tools safely and to organise and care for materials and equipment.

Cross Curricular Themes:

The teaching of art reinforces and enhances the knowledge required in other curriculum areas. There will be occasions when it is possible to relate Art to other areas of the National Curriculum. It will be the teachers' responsibility to bridge other areas of the curriculum to Art. The scheme of work shows how some other curricular areas can be linked with art such as history. It will be the teachers' choice to which topics of work they would like to incorporate Art with.

I.C.T:

Computers are available within the school, which have appropriate software to support the teaching of Art. Computers also have access to the internet to give further support.

Differentiation:

The programme of study for each Key Stage should be taught to pupils in ways appropriate to their abilities. Every child should have the opportunity to experiment with artistic skills, materials and tools.

The Foundation Stage:

Art plays an important part in a child's early development. The Early Learning Goals encompass all areas of creative development.

Special Educational Needs:

All pupils have equal access to the National Curriculum. The needs of children with Special Educational Needs, and those with a greater need for development of fine motor skills, will be met within the Art policy, Schemes of work and whole school aims. Activities undertaken are matched to each individual's need.

Equal Opportunities:

All children regardless of race, gender or ability will have equal opportunity to develop their artistic ability. We aim to provide equal access to Art for those children with Special Education Needs and those pupils who are very able and require extension activities, through small group work and through the use of classroom assistants.

Assessment:

Children's work and performance are assessed according to the agreed school policy. Assessments are informal and ongoing by the class teacher. The Units of Work gives examples of assessment. The Art & Design curriculum aims to provide pupils with the skills and concepts to express their ideas and experience in a visual or tactile form and to value this form of expression.

Signed (Headteacher):

Signed (Chair of Governors):

Date: November 2014

Review Date: November 2017